

## Ling Moor Primary Academy

### Safeguarding and Child Protection Policy

Policy Code:	SW5
Policy Start Date:	September 2024
Policy Review Date:	September 2025

This policy must be read in conjunction with the policies listed below:

- HR4 Recruitment and Selection Policy
- HR8B Equal Opportunities and Diversity Policy for Students and Parents/Carers
- HR9 Positive Handling and Safe Touch Policy
- HR24 Allegations of Abuse Made Against Adults Policy
- HR16 DBS Policy
- HR22 Social Media (Employee) Policy
- HR23 Whistleblowing Policy
- HR29 Code of Conduct Policy
- HR33 Records Management Policy
- HR42 Low-Level Concerns Policy
- HS2 Medical Treatment Policy
- ICT2 Online Safety Policy
- ICT3 Online Safety Policy (Students)
- SW2 Exclusion Policy
- SW4 Student Behaviour and Discipline Policy
- SW6 Anti-Bullying Policy
- SW7 Relationships and Sex Education
- SW11 Educational Visits Policy
- SW16 Freedom of Speech and Expression Policy
- SW17 Safeguarding Adults Policy
- TL6 Special Educational Needs Policy



## Contacts

### Welfare of students

If you have a concern about the welfare of a student, no matter how small, please contact the Designated Safeguarding Lead:

<b>Designated Safeguarding Lead (DSL)</b>	Mr J Sisman	01522 682602
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If the DSL is unavailable, then please contact a Designated Safeguarding Officer:

<b>Who to contact:</b>	<b>How to contact them:</b>
Mrs D Woodcock Mrs E Barnes Mrs S Elms Mrs M Walsh Mrs N Malia	01522 682602

If a child is in immediate danger or is at risk of harm a referral should be made to the police and/or children's social care immediately.

<b>Who to contact:</b>	<b>How to contact them:</b>
Lincolnshire Childrens Services	01522 782111

If you have a concern about a member of staff then please contact the Headteacher:

<b>Who to contact:</b>	<b>How to contact them:</b>
Mr J Sisman	01522 682602

### Out of school and out of hours contact

The DSL or DSOs at each Academy are the staff to be contacted immediately in the event of any safeguarding issues, including any that arise during off-site activities, including PE fixtures and educational visits.

The Designated Safeguarding Lead for the Federation is available outside Academy hours on 4355 (internally), 01522 871355 (externally) or 07384 810783.

LADO (Local Authority Designated Officer)  
Lincolnshire 01522 554674



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## **Safeguarding procedures during exceptional circumstances**

In the event of exceptional circumstances, e.g. Academy closure, partial opening or in the absence of the safeguarding team, staff should adhere to the following procedure:

- 1. If staff have any concerns with regards to the welfare of a pupil, no matter how small, please make contact with a member of the safeguarding team. Each Academy will provide staff with the contact details for the safeguarding team.**
- 2. If staff cannot reach a Designated Safeguarding Officer then they should contact a member of SLT.**
- 3. In accordance with the information provided on staff ID cards, if they are unable to reach a Designated Safeguarding Officer or a member of SLT then they should contact Mrs K Huggett, Director of Safeguarding, on 4355 from any Academy telephone, 01522 871355 (externally) or 07384 810783. Should they fail to reach any of these options then the responsibility for safeguarding defaults to the Academy Headteacher.**

**If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately.**

Leicestershire First Response	0116 3050005
Leicester City	0116 4541004
Lincolnshire Children's Services	01522 782111
Nottinghamshire MASH	0300 4564546
Rutland's Children's Duty Team	01572 758407

- 4. If staff have concerns about another member of staff then this should be referred to the Academy Headteacher. If staff are unable to contact the Academy Headteacher then they should contact Mrs K Huggett.**

**Concerns cannot be left, referrals should not be made by e-mail and you should never leave a message.**



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## **1 Policy Statement**

- 1.1 This policy shall apply to all members of staff and volunteers of The Priory Federation of Academies Trust. Staff includes temporary, supply and visiting staff. It also applies to Trustees and members of local governing bodies in any of the Trust's sites.
- 1.2 References to the Trust or Academy within this policy specifically include all primary, secondary and special academies within the Trust, as well as the Early Years setting at the Priory Witham Academy, Priory Apprenticeships and Lincolnshire SCITT.
- 1.3 This policy does not form part of any member of staff's contract of employment and it may be amended at any time.
- 1.4 This policy sets out the manner in which The Trust carries out its statutory responsibility for safeguarding, including child protection and promoting the welfare of pupils and vulnerable adults, and will be addressed in accordance with DfE guidance. It is reviewed and updated regularly to take into account the latest DfE circulars and directives.
- 1.5 This policy has been written in accordance with *Section 157 of the Education Act 2002*, *Working Together to Safeguard Children 2023*, *Keeping Children Safe in Education 2024*, the *Counter-Terrorism and Security Act 2015* and Lincolnshire Safeguarding Children Partnership's locally agreed multi-agency safeguarding arrangements. This policy has also been written in accordance with the Trust's obligation under the Human Rights Act 1998, Equality Act 2010 (including the Public Sector Equality Duty) and the local multi-agency safeguarding arrangements.

## **2 Roles, Responsibilities and Implementation**

- 2.1 The Education & Standards Committee has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework. This committee delegates day-to-day responsibility for operating the policy and ensuring its maintenance and review to the Director of Safeguarding.
- 2.2 Leaders and Managers have a specific responsibility to ensure the fair application of this policy and all staff are responsible for supporting colleagues and ensuring its success.
- 2.3 Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.



- 2.4 It is the responsibility of all staff and volunteers to adhere to this policy. All staff and volunteers should be prepared to identify children and vulnerable adults who may benefit from early help. Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Any staff member who has a concern about a child's or vulnerable adult's welfare should follow their Academy's referral processes. Teachers, including Headteachers, should safeguard children's and vulnerable adults' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- 2.5 The Trust recognises its responsibility to:
- protect and safeguard the welfare of the children, young people and vulnerable adults entrusted to its care by establishing safe environments where they feel secure, are encouraged to talk, and are listened to so they can learn and develop. The policy applies to all individuals whose care and education comes within the remit of The Trust;
  - ensure that young people and vulnerable adults know that there are adults in each of the settings who they can approach if they are worried about abuse (for definitions of abuse, see Appendix 1);
  - to discuss with a relevant representative of the Local Authority any significant concerns about a young person which may indicate abuse in accordance with the Local Safeguarding Children Partnership's child protection procedures and support any child protection conferences, core group meetings and child in need conferences that may be called;
  - ensure that safeguarding training for all staff is integrated, aligned and considered as part of the overarching safeguarding approach;
  - work with other agencies in protecting children from harm and in responding to concerns about possible abuse, including the Safeguarding Partners and other relevant agencies; and
  - make this policy available to parents/carers on request and published on the website of The Trust, with links from each Academy's website.
- 2.6 Each setting's Local Governing Body must ensure that policies, procedures and training in their setting are effective and comply with the law. They must ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. This should include an effective child protection policy and a staff behaviour policy.



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### **3 Aims**

- 3.1 To ensure that the welfare of the child is paramount and that any adult working with the Trust's children and young people understand their statutory responsibilities.

### **4 Definitions**

- 4.1 Safeguarding and promoting the welfare of children is defined as:

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether that is within or outside the home, including online;
- preventing the impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

*Keeping children safe in education 2024*

- 4.2 Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

- 4.3 For definitions of abuse, please see Appendix 1.

### **5 Procedures**

- 5.1 The Trust will ensure that:

- each Academy has a Designated Safeguarding Lead (DSL) and at least one other Designated Safeguarding Officer, who have received training at the appropriate level and receive support for these roles. The DSL must be a member of the setting's senior leadership team. The EYFS Setting will have two (or more) DSOs;
- there is a named Trustee with Trust-wide responsibility for Child Protection and Safeguarding and a Link Safeguarding Governor in each Academy with responsibility in that academy;
- the Local Governing Body in each academy will receive annual updates from the DSL for that setting on safeguarding policies and procedures. All Trustees and governors will receive safeguarding training every three years;
- all members of staff, supply staff, pupils and volunteers know the names of the DSL and other DSOs for child protection/safeguarding and their roles, in all of the academies/settings in which they work/study;





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- all necessary internal and inter-agency child protection procedures are in place as required;
  - guidance and training is given to staff to ensure best practice. The Trust is responsible for ensuring all staff receive the appropriate level of training at the required intervals, as governed by *Keeping children safe in education 2024*. See Section 10 for further information;
  - this policy will be issued annually to all staff in September and will be issued to staff arriving mid-period as part of their induction;
  - links are in place with other relevant policies to safeguard the general welfare of the children and young people;
  - the policy provides a clear statement of responsibilities in the event of a concern about the conduct of a member of staff;
  - all relevant guidance should be given to staff in a timely and appropriate manner. Where necessary, updated DfE guidance will be circulated to staff who will be asked to declare that they have read and understood these updates;
  - internal audits will be carried out on an annual basis. An external body will be invited to conduct a safeguarding audit within each Academy every two years;
  - safeguarding information including Child Protection information is stored and handled in line with the principles of the *Data Protection Act 2018* and *Keeping children safe in education 2024*. A pupil's Child Protection files will be stored by the last educational establishment until the pupil turns 25. If a child moves to a different education establishment then their Child Protection file will be sent to their chosen destination within the statutory timeframes. The Child Protection file will be sent separately from any other documentation and will be sent for the attention of the organisation's DSL only. Please see HR33 Records Management Policy for further information;
  - to ensure all children and young people are safe each setting should have effective safeguarding measures in place throughout. This will include procedures for educational visits (please see SW11 Educational Visits Policy), PE fixtures and visiting speakers (please see SW13 Freedom of Speech and Expression Policy);
  - visitors to any Trust site are asked to report to the reception every time they visit the site. Visitors can only be unsupervised on site if the necessary safeguarding checks have been performed and checked by the reception team. Visitors who require supervision will not be left unsupervised with any child, young person or vulnerable adult. Please see HR16 DBS Policy for more information;
  - the Federation works with an approved list of contractors who have undergone the required safeguarding checks. In the event that a contractor is used who is not on the approved list normal visitor procedures are applied. Please see HR16 DBS Policy for more information; and



- Priory Apprenticeships works with a number of external employers and will provide those employers with all necessary safeguarding expectations and procedures in order to ensure the welfare of young people and vulnerable adults is maintained.

## **6 The Designated Safeguarding Lead (DSL) and Designated Safeguarding Officer (DSO)**

- 6.1 All Academies will have a DSL and at least one other DSO. Larger Academies will need to increase this number accordingly.
- 6.2 Names and contact details of the DSL and DSOs will be displayed prominently in all settings. Where possible, these will be accompanied by photographs. All staff will be regularly made aware who the DSL and DSOs are, at staff briefings and as part of staff induction.
- 6.3 In the absence of the DSL or a DSO who can take on the safeguarding/child protection responsibility, the Headteacher will assume responsibility for any child protection/safeguarding matters that arise.
- 6.4 The DSL and DSOs will co-ordinate action on child protection within each Academy. This includes ensuring that all staff, teaching and non-teaching (including supply staff), know who the DSL and DSOs are and that they are aware of their individual responsibility to be alert to the signs of abuse and to discuss any concerns with the DSL or a DSO. The DSL will also ensure that staff are aware of what happens once a concern has been raised. The DSL and the DSOs will keep a record of any actions taken as a result of concerns raised.
- 6.5 The DSL will ensure all Academy staff, governors, Trustees and volunteers are given the appropriate safeguarding training. Through safeguarding awareness the DSL will signpost to staff those young people who are vulnerable to abuse and radicalisation.
- 6.6 The DSL will ensure that all staff members are aware of the specific safeguarding issues as categorised in the DfE document *Keeping children safe in education 2024*, as well as raising awareness of child-on-child abuse.
- 6.7 Where appropriate, the DSL and DSOs will liaise with the DSL of the Academy/School attended by siblings of the child causing concern.
- 6.8 Frequency and types of child protection referrals will be reported to the Local Governing Body by the Academy's DSL. Personal details, including names, will not be disclosed.



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- 6.9 The Trust's Director of Safeguarding will ensure that this child protection policy is put on the agenda for a Trust meeting annually for discussion, monitoring, review and renewal, typically through the Trust's Education and Standards Committee and a report from the Director of Safeguarding.
- 6.10 The Trust authorises the DSL for Child Protection in each academy and the Early Years' setting to carry out their responsibilities, and to ensure that the DSOs carry out theirs, as outlined in *Keeping children safe in education 2024* and *Working Together to Safeguard Children 2023*.
- 6.11 The DSL will ensure appropriate procedures are in place for managing visitors on site.
- 6.12 The DSL and any deputies will liaise with the three safeguarding partners and work with other agencies in line with *Working Together to Safeguard Children 2023*.

## **7 Staff responsibilities if they have a concern**

- 7.1 Any member of staff who has concerns about the safety or potential abuse of a child must report their concerns to the DSL or a DSO for Child Protection in that setting **immediately**. There must always be a written record to accompany or follow this by the end of the same day. See Appendix 1 for definitions and possible signs of abuse.

The DSL and DSOs can be spoken to in person or contacted by dedicated telephone numbers. **Referrals must not be left on answer machines or sent by email.**

- 7.2 However, if a member of staff is concerned that a child is in immediate danger or is at risk of immediate harm a referral should be made to Lincolnshire's children's social care and/or the police immediately.

- Lincolnshire Customer Service Centre (Children's Services) - 01522 782111 (or 'Out of Hours' number – 01522 782333).

Where referrals are not made by the DSL, the DSL should be informed as soon as possible that a referral has been made.

In accordance with the Local Safeguarding Children Partnership procedures, the agreement of the family should be sought for an external referral where possible. However, if it is felt that seeking any such agreement would increase the level of significant risk of harm to the child, the matter should be discussed with Children's Services and their advice sought. This must not contribute to a delay in making a referral.



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## **8 Concerns relating to a member of staff or other adults working with the Trust's children and young people**

- 8.1 The Sexual Offences (Amendment) Act 2000 established a criminal offence of the abuse of trust affecting teachers and others who are in a relationship of trust with any young person including 16-18 year olds. A relationship of trust is one where a teacher, member of education staff or volunteer is in a position of power or influence over a pupil or pupil by virtue of the work or nature of the activity being undertaken.

The legislation is intended to protect young people in education who are over the age of consent but under 18 years of age; and vulnerable adults. Grooming a child, a young person under 18 or a vulnerable adult with a view to a future sexual relationship may also be an offence in this context.

The principle of equality embedded in the legislation applies irrespective of sexual orientation; neither heterosexual nor homosexual relationships are acceptable within a position of trust. Any concern raised by a parent/carer, child or young person about a member of staff will be listened to and referred to the Headteacher.

### **Reporting concerns – Academy staff**

- 8.2 If staff have any concerns about an adult working with the Trust's children and young people, they must report this to the Academy Headteacher without delay. The Headteacher will then report this to the Trust DSL (or Head of HR in the DSL's absence), who will inform the CEO.
- 8.3 If the concern involves the Trust DSL, the Headteacher will inform the CEO. If the concern involves the CEO, the Trust DSL (or Head of HR in the DSL's absence) will inform the Chair of Trustees.
- 8.4 If the concern involves the Headteacher, or they are absent, concerns must be reported to the Trust DSL (or Head of HR in the DSL's absence).
- 8.5 The Trust DSL and/or Head of HR will, where appropriate, inform the Local Authority Designated Officer (LADO).

### **Reporting concerns – Central Services (Federation) staff**

- 8.6 If staff from Central Services have any concerns about an adult working with the Trust's children and young people, they must report this to the Trust DSL (or Head of HR in the DSL's absence), who will inform the CEO.



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- 8.7 If the concern involves the Trust DSL, then staff must report this to the Head of HR, who will inform the CEO. If the concern involves the Head of HR and the Trust DSL is absent, staff must report their concerns to the CEO. If the concern involves the CEO, the Trust DSL (or Head of HR in the DSL's absence) will inform the Chair of Trustees.
- 8.8 The Trust DSL and/or Head of HR will, where appropriate, inform the Local Authority Designated Officer (LADO).
- 8.9 For further information on reporting procedures, and how the Trust manages concerns, please see HR24 Allegations of Abuse Made Against Adults and HR42 Low-Level Concerns.

## **9 Records and monitoring**

- 9.1 Accurate records will be made as soon as practicable and will clearly distinguish between observation, fact, opinion and hypothesis. All records will state who is providing the information, the date and time, information will be recorded in the child's words where possible and a note made of the location and description of any injuries seen (if this is a paper record than this should be signed).
- 9.2 The DSL is responsible for ensuring that the method for other members of staff or volunteers passing on concerns or information is always adhered to as consistency is paramount in ensuring that nothing gets missed.
- 9.3 The DSL is responsible for ensuring that the setting keeps detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc.
- 9.4 All documents will be retained in an electronic 'Child Protection file', separate from the child's school file. All records will be stored securely, with appropriate levels of limited access.

## **10 Training**

- 10.1 All staff, governors and volunteers will receive training appropriate to their role every three years to ensure that the Trust's safeguarding policy and associated procedures are followed consistently by all staff, as required. Staff arriving mid-period will receive training as part of their induction. This training should be in line with the requirements of *Keeping children safe in education 2024*.



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In addition to this training, staff will receive safeguarding and child protection briefings at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively.

10.2 The Local Governing Body of each Academy should ensure that all staff members and volunteers undergo safeguarding and child protection training at induction. The training should be regularly updated. Induction and training should be in line with the requirements of *Keeping children safe in education 2024* and advice from the Lincolnshire Safeguarding Children Partnership (LSCP).

10.3 The DSL and DSOs in each Academy should undergo face-to-face and online training to provide them with the knowledge and skills required to carry out the role, as outlined in the local LSCP's 6 Year Safeguarding Children Training Pathway (and for some DSOs they will follow the LRSCP competency framework where appropriate). The DSLs and DSOs will undergo training that is specific to their role at least every two years. They will also update their knowledge and skills at least annually through briefings/bulletins and updates issued by the local Safeguarding Partnership.

The DSLs will undergo Prevent awareness training with correct regularity.

The DSLs should link with the LSCP (and LRSCP where appropriate) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

10.4 The Trust recognises the expertise staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity will, therefore, be provided for staff to contribute to, and shape, safeguarding and child protection arrangements as this policy is reviewed.

10.5 Each setting will ensure that, when recruiting staff, all interview panels have at least one member trained in Safer Recruitment.

10.6 The Trust's Director of Safeguarding will ensure all Trustees are given appropriate safeguarding training.

## **11 Taking photographs/videos of children and young people**

11.1 For the purpose of this policy, the term 'personal device' refers to any device that can be used to take photographs and/or videos. This includes, but is not limited to, cameras, mobile phones, smart phones, tablets, laptops, web-cams and smart watches. (If staff use a work SIM card and their own mobile phone this is a personal device, not a work device).



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- 11.2 Personal devices must not be used for taking photographs and/or videos of pupils.
- 11.3 Personal devices must not be used by staff in pupil areas (e.g. classrooms / dining hall / common areas), unless in the event of an emergency, for example, to ring for an ambulance. In situations where a personal device may be being used to support the learning opportunities of children, any cameras built into or connected to the devices must be deactivated or obscured (e.g. with a sticker, or camera cover) to prevent the accidental taking or recording of any images. The exception to this is in an EYFS setting and at Willoughby Academy, where personal devices are not permitted, at any time, in pupil areas.
- 11.4 Staff are prohibited from taking any personal or work device into an area where intimate care is carried out.
- 11.5 If a work device (Academy/Trust owned and controlled device) is used to take pictures and/or record videos of children and young people then the following must be adhered to:
- the setting must have permission for the photograph and/or video to be taken, e.g. parents/carers have given permission for photographs to be uploaded to the website or shared with a 3<sup>rd</sup> party;
  - once the photograph or video has been used for the purpose for which it was taken, e.g. uploaded to Twitter/the website, it must be removed from the device. Ideally any photographs or videos should be deleted from the device by the end of the day but at the absolute latest this must be done within 5 working days;
  - if photographs or videos need to be stored, e.g. they are being used by a class to analyse, then explicit consent must be sought from pupils (if they are 13+; if they are under 13 then parents/carers must give consent) for the photograph/video to be taken and stored. The consent form must also state when the images/videos will be deleted. Photographs/videos should be stored on Sharepoint but must not be stored on the device or on staff user accounts;  
E.g. 'I ..... give consent for Mr X to take a photograph of me playing football and for this photograph to be stored on the Sharepoint. I understand that this photograph will be used by the Year 11 PE class for analysis and will be deleted by the end of the section of work (include date)'; and
  - the work device must be kept securely when not in use.



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## **12 Safer Recruitment**

- 12.1 For information on recruitment of staff and Safer Recruitment practices employed by the Trust, please see HR4 Recruitment and Selection Policy.

## **13 Alternative Provision (AP)**

- 13.1 In line with Trust procedures, before the Trust commissions a provider, a quality assurance process will be undertaken to determine suitability, in accordance with DfE guidance and *Keeping children safe in education 2024*. This will include safeguarding assurances. The Trust will also obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.
- 13.2 If a setting believes that an AP setting meets the needs of a pupil, the setting is responsible for ensuring appropriate arrangements are in place with regards to provision for that child, including safeguarding arrangements, and remains responsible for the child whilst they attend the provision. The Trust provides settings with documentation to support them with this process.

## **14 Work Experience**

- 14.1 In line with Trust procedures, where a Trust setting organises a work experience placement for a child or young person, safeguarding assurances will be sought to ensure that the placement provider has policies and procedures in place to protect children and young people from harm.
- 14.2 Children's barred list checks via the DBS might be required on some people who supervise a child under the age of 16 on a work experience placement. Consideration will be given to the specific circumstances of the work experience. Consideration must be given in particular to the nature of the supervision and the frequency of the activity being supervised, to determine what, if any checks are necessary. Settings must adhere to the Trust procedures before any placement commences.
- 14.3 For instances where individuals request to undertake work experience within the Trust, please see HR16 DBS Policy.

## **15 Learning from experience**

- 15.1 The Trust recognises the importance of acknowledging case reviews and 'lessons learned' reviews. Each setting will share lessons learned with staff as part of a regular review of practice and to ensure no child falls through the gap.





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## **16 Professional Escalation**

- 16.1 In the event that an individual is concerned about a decision or practice involving a child or young person they should raise the concern immediately with their setting's safeguarding team. Concerns can also be raised to the Trust DSL.
- 16.2 In the event that the individual feels their concern has not been resolved appropriately they should follow the local Safeguarding Partnership's Professional Escalation and Resolution Policy (which can be found on the relevant Partnership's website). Staff are informed of this process in the annual safeguarding update.

## **17 Whistleblowing Procedure**

- 17.1 This is covered fully in another policy. Please refer to HR23 Whistleblowing Policy.
- 17.2 In addition to the Trust's policy all staff, volunteers and contractors should be aware of the NSPCC Whistleblowing Advice Line for Professionals (0800 028 0285). This number can be used for an incident that happened in the past, is happening now or is believed may happen in the future.

## **18 Pupil awareness**

- 18.1 The Trust is committed to raising young persons' and vulnerable adults' awareness, and building their confidence and resilience so that they develop the skills to stay safe from abuse. Various methods will be used, including pastoral time, assemblies and the Personal Development Programme, one-to-one tutorial time, apprentice induction and apprentice workshops. Staff must contact their DSL or a DSO if they are given any cause for concern during pupil awareness sessions. Each setting should include parents/carers as much as possible in this process, ensuring they are aware of the risks facing children and young people and they understand where to go for advice and guidance and to ensure their child's safety.
- 18.2 The Trust has a major responsibility to educate pupils, teaching them the appropriate knowledge, skills and behaviours, and the critical thinking skills to enable them to remain safe and well. Pupils should be appropriately equipped to recognise any dangers which may present themselves, both inside and outside of school. They should be adequately informed as to what they can do if they have any concerns.



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## **19 Specific safeguarding issues – identification and response**

- 19.1 All staff should have an awareness of safeguarding issues. *Keeping children safe in education 2024* lists specific safeguarding issues. In addition to this each academy should identify any local issues and work to promote awareness amongst all stakeholders.

All staff should know how to identify and respond to:

Bullying including cyberbullying  
Child-on-child abuse  
Children and the court system  
Children missing from education (including children absent from education)  
Child missing from home or care  
Children with family members in prison  
Child sexual exploitation (CSE)  
Contextual safeguarding  
County Lines: criminal exploitation of children and vulnerable adults  
Domestic abuse  
Drugs  
Fabricated or induced illness  
Faith abuse  
Gangs and youth violence  
Gender-based violence/violence against women and girls (VAWG)  
Hate  
Homelessness  
'Honour-based' abuse - Female genital mutilation (FGM); Forced marriage  
Inclusion and diversity, including SEND, HIV, LGBT pupils  
Mental health  
Missing children and adults  
Modern slavery  
Private fostering  
Preventing radicalisation  
Relationship abuse  
Serious violence  
Sexual violence and sexual harassment between children in schools and colleges  
Trafficking  
Unaccompanied asylum-seeking children  
Upskirting  
Youth Produced Sexual Imagery

- 19.2 Special consideration should be given to safeguarding and protecting children who may have additional vulnerabilities, e.g. looked after children (LAC) or those with special educational needs and disabilities (SEND) (see Appendix 1 for further information).



Each Academy/setting will endeavour to support vulnerable pupils through:

- its ethos which promotes a positive, supportive and secure environment; giving pupils a sense of being valued;
- liaison with other appropriate agencies which support the pupil;
- developing supportive relationships;
- recognition that children living in difficult home environments are vulnerable and are in need of support and protection;
- monitoring pupil welfare, keeping accurate records and notifying appropriate agencies when necessary;
- effective staff training, in conjunction with external agencies;
- ensuring child protection information is transferred safely and securely when a pupil transfers to another school; and
- following the Local Authority's procedures for Child Exploitation including using the Multi-Agency Child Exploitation Screening Tool as necessary.

## **20 Bullying including cyberbullying**

20.1 This is covered fully in another policy. Please refer to SW6 Anti-Bullying Policy.

## **21 Child abduction**

21.1 Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

21.2 Community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

21.3 As children get older and are granted more independence, for example, walking to school on their own, it is important that they are given practical advice on how to keep themselves safe. The Trust will carry out this work with children and young people through the Personal Development curriculum.

## **22 Child-on-child abuse**

22.1 There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. If one child or young person causes harm to



another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not always seen as child protection issues. However, it may be appropriate to regard a young person's behaviour as abusive if there is a large difference in power (for example age, size, ability, development) between the young people concerned, or the perpetrator has repeatedly tried to harm one or more other children, or there are concerns about the intention of the alleged perpetrator.

22.2 All staff should recognise that children are capable of abusing their peers, and that such abuse may be taking place even if it is not reported.

22.3 Child-on-child abuse can take many different forms including, but not limited to:

- serious bullying (including cyber-bullying, homophobic, biphobic and transphobic bullying) – please refer to the Trust's SW4 Anti-Bullying Policy;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- abuse in intimate personal relationships between peers, where abusive behaviour can take the form of physical or sexual abuse; violent or threatening behaviour; controlling or coercive behaviour; economic abuse; psychological, emotional or other abuse;
- child sexual exploitation - this is a form of sexual abuse where children are sexually exploited for money, power or status. This abuse can be perpetrated by other children or by adults. It can involve violent, humiliating and degrading sexual assaults. In some cases, children are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online;
- youth and serious youth violence - serious youth violence is any of the most serious offences where the victim is aged 19 or below, including murder, manslaughter, rape, wounding with intent and causing grievous bodily harm. Youth violence also includes assault with injury offences. This can be linked to gang-related violence - criminal and non-political acts of violence committed by a group of people who regularly engage in criminal activity against innocent people. The term may also refer to physical hostile interactions between two or more gangs;
- sexual violence and sexual harassment. See Section 38;
- gender-based violence - this is violence that is directed against one gender as a result of their gender;



- consensual and non-consensual sharing of nudes and semi-nudes. See Section 41; and
  - upskirting. See Section 40.
- 22.4 Child-on-child abuse often manifests itself differently for boys than it does for girls. For example, girls seem to be at greater risk of sexual assault and/or sexual exploitation, whereas boys seem to be at greater risk of physical gang-related violence and serious youth violence. However, all forms of child-on-child abuse are unacceptable and will be taken seriously.
- 22.5 Staff should be aware of the potential uses of information technology and social media for bullying and abusive behaviour between young people.
- 22.6 Through regular awareness sessions, children and young people are informed about support systems within their academy, and what support is available should they need to talk, either about themselves or someone they are worried about. The Trust is committed to ensuring that any report is taken seriously and handled appropriately, so as to prevent discouraging or undermining the confidence of future victims to report or come forward.
- 22.7 Children are vulnerable to abuse by their peers. Such abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures. Staff should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action. Any concerns should be reported to the setting's DSL or DSOs immediately. Any reports of child-on-child abuse will be recorded as a safeguarding incident using the setting's normal reporting mechanisms.
- 22.8 If it is felt that a young person has abused another child or young person then the DSL or a DSO must refer this to children's social care immediately. The DSL or a DSO will consider the steps necessary to ensure that any issues relating to the safety of victims and potential victims is assessed and support is put in place in a timely manner. The needs of the alleged perpetrator must also be considered and support should be offered where appropriate.
- 22.9 Child-on-child abuse rarely takes place in isolation and often indicate wider safeguarding concerns – whilst young people who abuse their peers have power over the young person they are harming they may be simultaneously powerless in relation to some peers who are encouraging their behaviour or in the home where they are being abused. Staff should resist the urge to apply rigid victim/perpetrator divides; while young people may appear to be making choices, if those choices are limited they are not consenting and any response must take this into account.



22.10 The Trust is committed to ensuring an environment that actively discourages abuse and challenges the attitudes which underlie it. There will be a clear ethos in all settings that abuse will never be tolerated or passed off as 'banter'.

22.11 The Trust will take steps to try to minimise or prevent child-on-child abuse. These will include, but are not limited to, the following:

- a strong preventative education programme;
- staff training;
- information and guidance provided to parents/carers; and
- pupil voice utilised to ensure education programmes are fit for purpose.

### **23 Children and the court system**

23.1 Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. The government have produced age-appropriate guides (for 5-11 year olds and 12-17 year olds) to support children.

23.2 Making child arrangements via the family courts following separation can be stressful and entrench families in conflict. This can be stressful for children and, where necessary, staff will ensure the right support is in place for a child or young person in this situation.

### **24 Child criminal exploitation (CCE): County Lines and Cyber Crime**

24.1 CCE is where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

24.2 Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional wellbeing;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and



- children who regularly miss school or education or do not take part in education.

24.3 County lines is a form of CCE and is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or “deal lines”. It involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. Gangs establish a base in the market location, typically by taking over the homes of local vulnerable adults by force or coercion in a practice referred to as ‘cuckooing’. Key to identifying potential involvement in county lines are missing episodes, and a referral to the National Referral Mechanism should be considered.

Children can be targeted and recruited into county lines in a number of locations, including schools. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection.

24.4 Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by serious violence or threats of serious violence and kidnap
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

24.5 Cybercrime - Organised criminal groups or individuals exploit children and young people due to their computer skills and ability, in order to access networks/data for criminal and financial gain.

24.6 There are a number of signs that may indicate a pupil is a victim or is vulnerable to being exploited which include:

- missing from education;
- show signs of other types of abuse/aggression towards others;
- have low self-esteem, and feelings of isolation, street or fear;
- lack trust in adults and appear fearful of authorities;



- have poor concentration or excessively tired;
- become anti-social;
- display symptoms of substance dependence;
- excessive time online computer/gaming forums;
- social Isolation in school with peers; and/or
- high-functioning with an interest in computing.

24.7 The above is not an exhaustive list and there may be other factors which may also impact on the child. Like with all other safeguarding concerns, if children are in this situation, support will be provided through the school and/or partner agency.

24.8 Each setting uses the Lincolnshire Safeguarding Children Partnership's Multi-Agency Child Exploitation Screening Tool if there is a concern that a child or young person may be at risk from, or experiencing, exploitation. Staff should discuss any issues with the DSL.

24.9 The Trust is committed to ensuring that staff receive appropriate training that enables them to identify vulnerable individuals who may be at risk from exploitation. If any member of staff is concerned about a vulnerable person who may be at risk of child criminal exploitation then this should be shared with the setting DSL without delay.

## **25 Child sexual exploitation (CSE)**

25.1 CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants and/or (b) for the financial advantage of increased status of the perpetrator or facilitator. Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge, e.g. through others copying videos or images they have created and posted on social media).

25.2 Some of the following signs may be indicators of sexual exploitation:

- children who appear with unexplained gifts or new possessions;





- children who associate with other young people involved in exploitation
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

25.3 Each Academy uses the Lincolnshire Safeguarding Children Partnership's Multi-Agency Child Exploitation Screening Tool if there is a concern that a child or young person may be at risk from, or experiencing, sexual exploitation. Staff should discuss any issues with the DSL.

## **26 Children missing education (CME)**

26.1 All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have.

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, engaging in serious violence, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Any reports of children who are not apparently being educated should be referred to the setting DSL.

The Trust adheres to *Children missing education; Statutory guidance for local authorities 2016* to ensure that there are effective procedures for unauthorised, unexplainable and/or persistent absence and for dealing with children who go missing from education, particularly on repeat



occasions, to help identify the risk of abuse and neglect, including exploitation, and to help prevent the risks of going missing in the future.

26.2 Children missing education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child exploitation. The DSL at each setting will follow the Local Authority's procedures for reporting children missing from education. However, in order to support young people and reduce the risk of them going missing in the future the following strategies may be used:

- where reasonably possible, each setting will hold more than one emergency contact number for each pupil;
- return interviews carried out with the child (and parents/carers where necessary) to identify the reasons for the missing episode and look at support moving forward;
- mentoring and support for the young person, using external agencies where necessary;
- multi-agency meetings to ensure contextual risks are considered and responded to where appropriate; and/or
- referral to children's social care and/or the police if necessary.

26.3 Staff will be informed of the setting's procedures for CME through the annual safeguarding update, and information will be readily available for all staff at all times.

26.4 To prevent the risk of a child becoming a child missing education, the Trust has robust attendance procedures in place to respond to children who are considered to be absent from education. Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation. Where necessary, staff will work with external agencies, e.g. Children's social care, to ensure risks are highlighted and responded to.

## **27 Children missing from home or care**

27.1 In accordance with *Statutory guidance on children who run away or go missing from home or care 2014* the following definitions are used:

- young runaway: a child who has run away from their home or care placement, or feels they have been forced or lured to leave;
- missing child: a child reported as missing to the police by their family or carers;
- missing from care: a looked after child who is not at their placement or the place they are expected to be (e.g. school) and their whereabouts is not known; and



- away from placement without authorisation: a looked after child whose whereabouts is known but who is not at their placement or place they are expected to be and the carer has concerns or the incident has been notified to the local authority or the police.

27.2 Since April 2013 police forces have used the following definitions:

- missing: anyone whose whereabouts cannot be established and where the circumstances are out of character, or the context suggests the person may be subject of crime or at risk of harm to themselves or another; and
- absent: a person not at a place where they are expected or required to be.

27.3 The Trust recognises the importance of partnership working to prevent children from going missing and to act when they do go missing. The Trusts ensures that each Academy works in accordance with the Lincolnshire Safeguarding Children Partnership's joint *Missing Protocol for Children and Young People*. Any reports of children missing from home must be referred to the appropriate DSL.

## **28 Children with family members in prison**

28.1 The Trust understands that children with a parent (or parents) in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. They may require specific services and support. Families and children of people in prison will be seen as families first and staff will work to ensure their needs are appropriately met. This will include providing support to ensure the voice of the child is considered when seeking contact with a family member in prison.

28.2 The National Information Centre on Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

## **29 Domestic Abuse and Operation Encompass**

29.1 The UK government's definition of domestic violence is 'any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological, physical, sexual, financial, emotional.'

29.2 Domestic abuse can take different forms, including:



- physical abuse;
- sexual abuse;
- financial abuse;
- coercive and controlling behaviour, and gaslighting/emotional abuse;
- digital/online abuse;
- 'honour'-based abuse;
- forced marriage; and
- female genital mutilation (FGM).

29.3 The Domestic Abuse Act 2021 recognises children as victims of domestic abuse if they “see, hear or otherwise experience the effects of abuse”.

29.4 If staff identify children for whom Domestic Abuse may be a concern, they should follow their setting’s safeguarding procedures. The DSL can then refer cases, where relevant, to the appropriate Childrens’ Services.

29.5 All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

29.6 Relationship abuse: is a pattern of abusive and coercive behaviours used to maintain power and control over a former or current partner. Abuse can be emotional, financial, sexual or physical and can include threats, isolation, and intimidation. Abuse tends to escalate over time. The sexual orientation of the couple does not make the abuse more or less likely to occur and it is not just an issue which affects females. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including domestic abuse in their own intimate relationships (teenage relationship abuse).

29.7 Particularly at risk are teenage girls but it can affect all pupils and all ages. Staff should be vigilant for any indications that a pupil of any age may be affected by any threats or coercion, or shows any unexplained or suspicious injuries.

29.8 Where DA Notifications are received from the Multi-Agency Risk Assessment Conference (MARAC), this information will be added to a child’s chronology and child protection record to ensure that appropriate support can be provided where necessary.

29.9 Operation Encompass is a national police-led initiative to notify schools, prior to the start of the next school day, when a child or young person has experienced any domestic abuse. An officer attending a domestic



abuse incident will record at the scene the names and school of any children in the household. This will result in an email notification to our school in readiness for the start of the next school day. This information sharing will enable us to take any appropriate action we see fit.

- 29.10 If the DSL is unsure whether any concerns need to be reported to Children's Services, they will contact 01522 782111 and request a consultation with a social worker, which will be arranged for the following working day. If the setting notifies the parents that they wish to discuss the situation with Children's Services, the consultation can be recorded on the child's record and the social worker can review any relevant history beforehand. If the setting does not notify the parents, a hypothetical consultation can be held, though the social worker will only have the information available during the discussion.
- 29.11 If the child referred to in the email does not attend the setting and the notification has been sent in error, this will be reported to [OperationEncompass@lincs.pnn.police.uk](mailto:OperationEncompass@lincs.pnn.police.uk)

### **30 Drugs and drug abuse**

- 30.1 This is covered fully in another policy. Please refer to SW3 Misuse of Drugs Policy

### **31 Extremism and Radicalisation, including Hate**

- 31.1 Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- 31.2 Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.
- 31.3 The Trust seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. This exploitation and radicalisation should be viewed as a safeguarding concern.



Prevention work and reductions of risks will be carried out through various methods, including the curriculum, pastoral time, assemblies and the Personal Development Programme. The Trust is committed to promoting the fundamental British Values.

The Trust will work in accordance with the *Prevent Duty Guidance*.

- 31.4 The Trust will work with local police to assess the risk facing children and young people.
- 31.5 The Designated Safeguarding Lead will contact the Prevent Coordinator should there be concerns about a child or family linked to potential radicalisation or extremism. The Prevent Coordinator will then assist the DSL regarding whether a referral is appropriate and whether this child or family will need to be referred to the Channel Panel. If required, an Academy representative will contribute to the Prevent steering board and/or form part of the multi-agency representation on the Channel panel.
- 31.6 If there are serious concerns about the vulnerability of a young person in relation to extremist behaviour the setting should contact the police on 999.
- 31.7 The Trust will ensure that staff are equipped to identify children at risk of being drawn into terrorism, as well as challenge extremist ideas. Staff should know how to refer children and young people for further help.
- 31.8 Each setting will also incorporate the promotion of fundamental British Values into the Safeguarding Curriculum and/or PSHE in order to help build pupils' resilience and enable them to challenge extremist views. Academies will provide a safe space in which children and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments.
- 31.9 The Trust will ensure that children are safe from online terrorist and extremist material via appropriate levels of filtering. For further information see the Online Safety Policies (ICT2 – Staff; ICT3 – Pupils).

## **32 Gangs and youth violence (serious violence)**

- 32.1 The Trust has a responsibility to protect its pupils and to ensure that each child feels safe, understands what unsafe situations are and knows how to stay safe. Each setting's Personal Development programme will include online safety, substance misuse, knives and gangs, and relationships (including sexual relationships and healthy relationships).
- 32.2 All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may



include unexplainable and/or persistent absence from school, a change in friendships or relationships with other individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

32.3 All staff should be aware of the associated risks and understand the measures in place to manage these.

32.4 Bringing and carrying a knife/offensive weapon onto Trust premises is a criminal offence and immediate action will be taken by calling the police and informing all relevant personnel. The guidance on *Searching, Screening and Confiscation for Head teachers, schools and Governors 2022*, will be consulted and the setting will consider and may apply the disciplinary procedure. If a member of staff suspects a pupil being involved in gang culture, this is a safeguarding concern and will require a discussion with the DSL, who will seek advice from agencies and professionals.

32.5 The Trust is committed to fostering environments that promote mutual respect, tolerance and freedom from bullying, harassment and discrimination.

### **33 Gender-based violence/violence against women and girls (VAWG) including domestic abuse and relationship abuse and forced marriage**

33.1 Violence against women is one of the most persistent and widespread human rights violations. It is defined by the United Nations as “any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.”

The term “violence against women” includes, but is not limited to:

- domestic and intimate partner violence;
- sexual violence;
- sexual harassment;
- emotional/psychological violence;
- economic abuse (one partner has control over the other partner’s access to economic resources);
- sexual exploitation and trafficking;
- honour-related abuse (So-called ‘honour-based’ abuse (HBA)) encompasses crimes which have been committed to protect or



defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such;

- dowry murder (deaths of women who are murdered or driven to suicide by continuous harassment and torture by husbands and in-laws in an effort to extort an increased dowry);
- femicide (sex-based hate crime – the killing of females by males because they're females);
- female infanticide (the deliberate killing of female babies).
- female genital mutilation; and/or
- forced and child marriage (a marriage conducted without the valid consent of one or both parties and where duress is a factor).

33.2 Female Genital Mutilation (FGM) is child abuse and illegal. Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

33.3 Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty on teachers (persons employed or engaged to carry out teaching work at schools and other institutions). If a teacher, in the course of their work in the profession, suspects or discovers that an act of FGM has been carried out on a girl under the age of 18, the teacher must report this to the police. This is a personal duty and cannot be transferred to anyone else. Other staff should speak to the DSL immediately and ensure that the DSL makes a report to the police. The new mandatory reporting duty relates to a disclosure that FGM has already happened and this should be reported to the Police on 101. Where a female discloses information that identifies her as at risk of FGM, the normal safeguarding procedures should be followed.

33.4 Staff must be aware that forcing a person into marriage is a crime in England and Wales. Since February 2023 it has also been a crime to carry out any conduct whose purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages'.

## **34 Homelessness**

34.3 Being homeless or being at risk of homelessness presents a real risk to a child's welfare. The DSL should be aware of contact details and referral routes into the Local Authority Housing Authority so they can raise/progress concerns at the earliest opportunity (this does not, and





should not, replace a referral into children's' social care where a child has been harmed or is at risk of harm).

34.4 Indicators that a family may be at risk of homelessness include:

- household debt;
- rent arrears;
- domestic abuse and anti-social behaviour; and/or
- the family being asked to leave the property.

34.5 In most cases staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 or 17 year olds (and vulnerable adults) could be living independently and will require a different level of intervention and support. The DSL should ensure appropriate referrals are made based on the child's circumstances.

## **35 Inclusion and diversity**

35.1 Equality is about ensuring individuals are treated fairly and equally, no matter their race, gender, age, disability, religion or sexual orientation. Diversity is about recognising and respecting these differences to create an all-inclusive atmosphere. The Trust is committed to promoting an environment which is inclusive for all, ensuring all pupils can thrive together and understand that individual characteristics make people unique and not different in a negative way.

35.2 Inclusion and diversity are promoted throughout the curriculum, encouraging an all-inclusive culture and challenging negative attitudes. The Trust is committed to embedding the British Values of democracy, the rule of law, individual liberty and mutual respect for, and tolerance of, those with different faiths and beliefs and for those without faith.

35.3 All Trust policies and procedures promote inclusion. Please refer to TL6 Special Educational Needs Policy and HR8B Equal Opportunities and Diversity Policy for Pupils and Parents/Carers for further information.

35.4 Specifically in relation to Lesbian, Gay, Bisexual and Transgender (LGBT) issues, the Trust aims to:

- provide an inclusive environment in which LGBT pupils and staff are valued and respected;
- promote understanding of and support the needs of LGBT pupils and staff;
- normalise LGBT awareness and issues through the provision of an inclusive curriculum; and



- monitor and tackle homophobic, biphobic and transphobic (HBT) language and bullying.

It seeks to achieve these aims by:

- ensuring Trust policies and practices are inclusive and supportive of LGBT people, and explicitly state that HBT language and bullying are unacceptable;
- providing training to staff in supporting LGBT pupils, developing an LGBT-inclusive curriculum and tackling HBT language and bullying;
- providing support structures and information/resources to LGBT pupils on LGBT issues and support services;
- providing pupils with LGBT-inclusive Sex and Relationship Education, opportunities to discuss gender identity and sexuality, and including LGBT people and themes in the Personal Development curriculum and wider curriculum where relevant;
- providing multiple ways for pupils to report HBT language and bullying, monitoring (including through staff and pupil surveys) and recording HBT language; and
- working with organisations to provide training and resources for staff and pupils.

35.5 It is in the interest of all pupils that each setting's curriculum provides accurate (and age-appropriate) information about HIV, including how to avoid acquiring infection, as part of Sex and Relationship Education. Staff must be equipped with accurate knowledge and understanding about HIV and routes of transmission. Children living with or affected by HIV may be among those being taught about HIV and HIV prevention and there is a duty of care to ensure that information is provided without perpetuating stigma and prejudice against those living with HIV. A supportive approach to HIV can benefit all pupils, staff, the Trust and wider community.

35.6 Any disclosure of a diagnosis, by a pupil or a member of staff, will be supported in a non-judgemental way and confidentiality will be respected and maintained.

35.7 Please refer to SW7 Relationship and Sex Education (RSE) Policy for more information.

## **36 Mental health**

36.1 In order to help pupils succeed, the settings have a role to play in supporting them to be resilient and mentally healthy. Promoting good mental health is the responsibility of all members of the Trust's community and staff should be trained to ensure they can spot the early



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signs of mental health problems, and what to do if they think they have spotted a developing problem.

- 36.2 Where severe problems occur the child will need to get support elsewhere as well, including from medical professionals working in specialist CAMHS, voluntary organisations and local GPs.
- 36.3 It is important that the child and their parents/carers participate as fully as possible in decisions and are provided with information and support. The views, wishes and feelings of the child and their parents/carers should always be considered.
- 36.4 All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Equally, where children have suffered abuse, neglect, exploitation or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education. The Trust will address this through staff training.
- 36.5 The Trust is committed to promoting the health and wellbeing of all pupils, with priorities identified and a clear process of 'planning, doing and reviewing' to achieve the desired outcomes.

### **37 Missing children and adults**

- 37.1 Every year an estimated 200,000 people go missing in the UK. Whilst in some cases, missing adults may make a life choice to leave and 'start their lives over again' the majority of missing people, children and adults, are vulnerable. Many go missing as a result of problems they want to leave behind (for example domestic abuse, job loss or problems with a care placement) or because they have been encouraged to leave (for example as a result of grooming). Many vulnerable children and adults go missing as a result of factors over which they have no control, for example, in the case of an older person suffering from dementia (who may forget where they live) or, in some of the worst cases, a child who may be abducted.
- 37.2 Research has shown that children are more likely than adults to go missing, placing them in risky situations and increasing their vulnerability to a whole range of issues, including homelessness, becoming a victim or perpetrator of crime and, as we are increasingly aware, placing many of these vulnerable young people at greater risk of child sexual exploitation.



37.3 Each setting is committed to prevention – through the work done on early help there will be procedures and systems in place to reduce the risk of children going missing, e.g. effective attendance procedures.

### **38 Private Fostering**

38.1 A private fostering arrangement is one that is made privately (that is to say, without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer.

38.2 In the event that a professional believes a child or young person may be subject to a private fostering arrangement this should be communicated to Children's Services through the safeguarding team.

### **39 Sexual violence and sexual harassment between children in schools**

39.1 Sexual violence and/or sexual harassment can occur between two children of any age and sex. It can also occur through more than one child or a group of children sexually assaulting or sexually harassing a single child or a group of children. Sexual violence and sexual harassment exist on a continuum and may overlap. They can occur online (verbal and/or with images) and face to face (both physical and verbal) and are never acceptable.

Children who are victims of sexual violence and/or sexual harassment will almost certainly find the experience stressful and distressing and the effects may be long-term. This will, in all likelihood, adversely affect their educational attainment. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greatest risk.

39.2 Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and



- challenging sexual behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

### 39.3 Sexual violence

It is important that staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. Sexual violence refers to sexual offences under the *Sexual Offences Act 2003* as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

### 39.4 Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and face to face. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:



- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats; and
- upskirting.

39.5 In responding to a report of sexual violence and/or sexual harassment each setting will act in accordance with the guidance set out in *Keeping children safe in education 2024* and the Lincolnshire Safeguarding Children Partnership’s *Sexual Violence and Sexual Harassment in Schools/Colleges Pathway*.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

In the event of a report of sexual violence and/or sexual harassment staff must follow their setting’s safeguarding procedures and report any concerns to the DSL immediately.

39.6 When responding to a report, effective safeguarding practice includes:

- do not promise confidentiality. However, staff should only share the report with those people who are necessary in order to progress it, e.g. the DSL;
- where possible, manage reports with two members of staff present (preferably one of them being the DSL or Deputy DSL);
- ensure the victim understands the next steps and who the report will be passed to;
- the child has placed you (the individual to whom they have made the disclosure) in a position of trust - be supportive and respectful of them;



- be non-judgemental;
- maintain clear boundaries;
- do not ask leading questions, e.g. 'Was it X who did this to you?'. Use the TED method (Tell me...; Explain...; Describe...);
- it is essential a written report is made – this can be done by writing it up immediately afterwards or it can be done at the time (but ensure to remain engaged with the victim). A second member of staff can be used to make notes where possible;
- record only facts (as the child presents them), never opinion. Use the language of the child;
- inform the DSL (or Deputy DSL) as soon as practically possible, if they are not involved in the initial report; and
- if in doubt, seek advice from the DSL.

39.7 In the event that a report is made, each setting's DSL, working with the Trust's DSL where necessary, will be responsible for coordinating immediate and ongoing (including long term) support for both the victim and the alleged perpetrator (and where necessary, other children and staff involved/impacted). Any support offered will be tailored to the particular case, and will be provided in line with the wishes and needs of the individuals involved.

39.8 When responding to an incident involving sexual harassment and/or sexual violence, the DSL, and any other staff who are involved, will take great care to only engage staff and agencies who are required to support the child(ren) and be involved in any investigation. Where the decision is made to share information against the victim's wishes, the reasons should be explained to the victim and appropriate specialist support will be offered. Each setting will do all it reasonably can to protect the anonymity of any children involved in any report.

#### **40 Trafficking and unaccompanied asylum-seeking children**

40.1 Trafficking of persons: the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

40.2 The recruitment, transportation, transfer, harbouring or receipt of a child for the purpose of exploitation shall be considered "trafficking in persons" even if this does not involve any of the means set out above. It is known



that child trafficking occurs within the UK - a number of serious cases involving organised child sexual exploitation and trafficking have raised this issue.

- 40.3 Unaccompanied children may come to the UK seeking asylum (unaccompanied asylum-seeking children – UASC), or they may be here to attend school or join their family. A child may be the subject of a private fostering arrangement. Significant numbers of children are referred to local authority children’s social care after applying for asylum and some will register at school for up to a term before disappearing again. This could be an indicator that they are a child trafficking victim. Staff should be vigilant and refer any concerns to the Academy/setting DSL.
- 40.4 In order to ensure effective procedures are in place the Trust adheres to *Children missing education; Statutory guidance for local authorities 2016*.

#### **41 Upskirting**

- 41.1 The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019.
- 41.2 ‘Upskirting’ is where someone takes a picture under a person’s clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.
- 41.3 Any reports made about upskirting should be dealt with as a safeguarding issue and the setting’s safeguarding procedures should be adhered to.

#### **42 Youth Produced Sexual Imagery (nudes and semi-nudes)**

- 42.1 The term ‘sharing nudes and semi-nudes’ to mean the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple’s AirDrop which works offline. Terms such as ‘deep fakes’ and ‘deep nudes’ may also be used by adults and young people to refer to digitally manipulated and AI-generated nudes and semi-nudes.

*Sharing nudes and semi-nudes: advice for education settings working with children and young people.*

Any situations involving pupils and youth produced sexual imagery are taken seriously as potentially being indicative of a wider safeguarding or





child protection concern or as being problematic sexual behaviour. The understanding of children and young people around the potential implications of taking and/or sharing youth produced sexual imagery is likely to be influenced by the age and ability of the children involved. In some cases children under 13 (and indeed older) may create youth produced sexual imagery as a result of age appropriate curiosity or risk-taking behaviour or simply due to naivety rather than any sexual intent. Children under the age of 10 may also be involved; the fact that they are below the age of criminal responsibility is not relevant to the seriousness with which safeguarding concerns are considered. The age at which children are becoming involved in this issue is lowering all the time and professionals should be mindful of this.

- 42.2 The term 'indecent images' (in law) also include pseudo-images which are computer-generated images that otherwise appear to be a photograph or video. These may be created using tools such as photo/video editing software, deepfake apps and generators (to combine and superimpose existing images or videos onto other images and videos), and AI text-to-image generators. Settings will deal with any incident involving an AI-generated or digitally manipulated image will be treated in the same way as any other incident.
- 42.3 When an incident involving youth produced sexual imagery comes to the attention of the Trust community:
- the incident must be referred to the DSL as soon as possible and recorded using the usual safeguarding recording system;
  - the DSL should hold an initial review meeting with appropriate school staff;
  - there should be subsequent interviews/discussions with the young people involved (if appropriate);
  - parents/carers should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents/carers would put the young person at risk of harm; and
  - at any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.
- 42.4 An immediate referral to police and/or children's social care should be made if:
- the incident involves an adult;
  - there is reason to believe that a young person has been coerced, blackmailed (including cases of sextortion) or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs);



- what you know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent;
- the imagery involves sexual acts and any pupil in the imagery is under the age of 13; and/or
- there is reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming.

42.5 If any devices may need to be seized and passed onto the police then the device(s) should be confiscated and the police should be called. The device should be turned off and locked away until the police are able to come and retrieve it. The Academy will act in accordance with the DfE guidance *Searching, screening and confiscation 2022*.

42.6 Staff will adhere to the guidance documents produced by the UK Council for Internet Safety: *Sharing nudes and semi-nudes: advice for education settings working with children and young people*.

### **43 Procedures for, and response to, specific safeguarding issues**

43.1 The Trust recognises the importance of educating all shareholders about these specific safeguarding issues. Members of staff and volunteers, governors, parents/carers and visitors should be educated to spot the signs of abuse and know what to do if they have a concern about a child or young person. It is important that the long-term impacts of suffering such abuse are known so that the response can be tailored to meet the needs of the child.

Pupil awareness sessions are essential if children and young people are to develop the skills necessary to stay safe from abuse. Various methods will be used, including pastoral time, assemblies and the Personal Development Programme in order to build pupils' resilience and confidence.

43.2 Any concerns about the wellbeing of a child should be dealt with as a safeguarding issue and the setting's safeguarding procedures should be adhered to.

42.3 Safeguarding incidents and/or behaviours can be associated with factors outside the setting and/or can occur between children outside the setting. All staff (especially the safeguarding teams) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.



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**44 Policy change**

- 44.1 This policy may only be amended or withdrawn by The Priory Federation of Academies Trust.



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## **The Priory Federation of Academies Trust Safeguarding and Child Protection Policy**

This Policy has been approved by the Education and Standards Committee:

Signed..... Name..... Date:

Trustee

Signed..... Name..... Date:

Chief Executive Officer

Signed..... Name..... Date:

Designated Member of Staff

Please note that a signed copy of this agreement is available via Human Resources.



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## APPENDIX 1

### (A) Definitions of Abuse

**Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional setting or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

The following should be taken as accepted definitions of the four types of abuse:

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Physical Abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Sexual Abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet and social media). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Emotional Abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.



It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**(B) Possible signs of abuse**

Many of the following symptoms may occur for reasons other than abuse and inevitably some pupils who have been abused will not display any of these symptoms. The distinctions between the different aspects of abuse are manifestly not rigid, but they should be useful as a guide.

***Possible signs of Neglect***

- Constant hunger
- Pupil looks extra thin
- Poor personal hygiene (repeatedly unwashed, smelly)
- Constant tiredness
- Poor state of clothing
- Frequent lateness and non-attendance
- Has repeated accidents, especially burns
- Is left alone at home inappropriately
- Untreated medical problems
- Kept away from medicals
- Low self esteem
- Neurotic behaviour
- Poor social relationships (unable to make friends)
- Deterioration in school performance
- Is unusually 'hard' or 'detached' when told off
- Running away/reluctant to go home (particularly at the weekend)
- May appear distressed with no explanation when asked

***Possible Signs of Emotional Abuse:***

- Domestic violence
- Disclosure of punishment which appears excessive
- Over-reaction to making mistakes or fear of punishment
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate responses to painful situations
- Neurotic behaviour



- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug or solvent abuse
- Told they are useless, stupid, wicked, unlovable, clumsy, unattractive, weak

***Possible Signs of Physical Abuse:***

- Unexplained injuries, bites, bruises or burns, particularly if they recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss the causes of injuries
- History of accidents and bruising
- Injuries getting progressively worse, or occurring in a time pattern (every Monday morning)
- Untreated injuries
- Disclosure of punishment which appears excessive
- 'Grip' marks on arms or 'slap' marks on cheeks, arms, legs
- Long marks which could be from a belt or cane
- Stub marks from a cigarette
- Bruising on both sides of the ear
- Teeth marks
- Withdrawal from physical contact/aggressive behaviour
- Arms and legs kept covered in hot weather (excluding for reasons of cultural dress)
- Fear of returning home
- Fear of medical help
- May appear distressed with no explanation when asked
- Eating disorders
- Self-destructive tendency
- Running away

***Possible Signs of Sexual Abuse:***

- Sudden change in behaviour
- Displays of affection that are inappropriate
- Alleged promiscuity of sexualised behaviour
- Acting in a sexually provocative way
- Openly masturbating
- Fear of undressing
- Regression to younger behaviour
- May appear unhappy or isolated
- May have aggressive eruptions
- May be reluctant to go home
- Inappropriate internet use and possible grooming concerns
- Genital itching or genital pain
- Distrust of familiar adults
- May be kept away from medicals
- Unexplained gifts
- Depression and withdrawal



- Wetting or soiling
- Sleep disturbance, nightmares, bedwetting
- May present eating disorders (anorexia, bulimia, or excessive 'comfort eating')
- Chronic illness, especially throat infections and sexually transmitted diseases

**(C) Identifying a vulnerable child - Who are the most vulnerable?**

**Children or young people:**

- who are disabled or have specific additional needs
- with special educational needs
- who are underachieving in education
- who have been rejected by peer, faith or social group or family
- who have been a victim or witness to crime or traumatic event
- who have experienced conflict with family over religious beliefs and/or lifestyle choices/extreme political views
- with identity confusion
- who experience poverty, disadvantage or social exclusion
- in a family circumstance which presents challenges to the child, such as substance abuse, adult mental health problems and domestic violence
- classified as LAC or post-LAC
- who have recently returned home to their family from care
- who go missing from home or education
- who are young carers
- who are gender questioning
- who are attending alternative provision
- who need a social worker
- requiring mental health support
- who have experienced multiple suspensions, are at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- who have a parent or carer in custody, or are affected by parental offending

**(d) Children with special educational needs and disabilities (SEND)**

Special consideration should be given to safeguarding and protecting children who may have additional vulnerabilities;

- Additional barriers can exist to the recognition of abuse and neglect which can include assumptions that indicators of abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Vulnerable children can disproportionately be impacted by things like bullying and abuse, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers
- Seeing a disability first and abuse second.
- These additional challenges are addressed through a high level of pastoral care and our communication and interaction with our young people. These communication tools may include Makaton, communication in print and Colourful Semantics to ensure the child's voice is heard despite their additional needs.





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## **APPENDIX 2**

### **Safeguarding during exceptional circumstances**

#### **Lincolnshire Safeguarding Children Partnership**

In the event of exceptional circumstances, the Trust's settings will work in accordance with the Partnership's procedures, taking into account any amended procedures, which will be outlined within the Lincolnshire SCP Policy and Procedures Manual.

#### **Safeguarding pupils during exceptional circumstances**

Each academy will have safeguarding procedures in place to safeguard pupils as required during exceptional circumstances. The response of each academy will reflect the needs of their children and young people.

Any amended safeguarding procedures introduced during exceptional circumstances will be communicated to staff, pupils and parents/carers to ensure all are aware of the reporting procedures.

The Trust will issue safeguarding guidance to staff to support pupils with online learning, where required. Guidance will also be issued to parents/carers to help them support their child(ren).

#### **Personal Development**

Where necessary, in order to respond to challenges faced during exceptional circumstances, each setting's personal development programme will be amended to reflect the needs of children and young people.